

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	May 1, 2015, to July 29, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 DEC 16 AM 11:16 Document Control Center Grants Administration </div>
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name FIAFW, Inc.		County-District # 220819	Campus name/# High Point Academy	Amendment # NA
Vendor ID # 32-04298567	ESC Region # 11	US Congressional District # 33	DUNS # 06-477-5928	
Mailing address 1609 N. Riverside Drive		City Fort Worth	State TX	ZIP Code 76111

Primary Contact

First name Katie	M.I. P.	Last name Stellar	Title CEO/Board Chair
Telephone # 817-600-6401	Email address catchfia@gmail.com		FAX # 855-420-6775

Secondary Contact

First name Lori	M.I.	Last name Manning	Title Chief Operating Officer
Telephone # 817-600-6269	Email address Lhmanning.hpas@gmail.com		FAX # 855-420-6775

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Katie	M.I. P.	Last name Stellar	Title CEO
Telephone # 817-600.6401	Email address catchfia@gmail.com		FAX # 855-420-6775

Signature (blue ink preferred)

Date signed 12/09/14

Only the legally responsible party may sign this application.

701-15-101-008

Schedule #1—General Information(cont.)

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220819

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

APPLICANT BACKGROUND

High Point Academy's mission is to be a school that offers students an exceptional educational experience in an applied learning setting, where science, technology, engineering, arts and math are taught from a hands-on perspective and students are encouraged to think beyond themselves. High Point will be a community-centered school built on the principles of honor, integrity and service, complemented by a learning environment rich in creativity, innovation and achievement. By creatively educating young people, taking an interest in their personal areas of excellence, and strengthening their zones of academic weakness, we believe that the academic success and graduation rate among our students will climb well above the state average.

Through the use of electronic student portfolios, High Point will harness the power of the information age in which we live and transform the corporate educational setting into a more user-friendly, individualized applied learning environment where students are excited about the way learning takes place. Students will be taught through project based examples and lessons fostering a genuine love for learning. The core subject curriculum will use the Texas Resource Management System (TRMS) as a framework along with the TEKS, and each teacher will be able to use differentiated instruction (audio, visual, spatial and kinesthetic) in such a way that student's minds are captivated and successful learning takes place.

CURRICULUM/INSTRUCTIONAL PROGRAM

There are four foundational elements on which the High Point educational philosophy is built. They are exceptional academics, educational relationships, extracurricular experiences and community service. When expounded on individually, they can be best defined in the following way:

1. Exceptional Academics: Increased instructional time, Extended Hours Tutoring, Curriculum Alignment (Core Knowledge, Singapore Math, Sadlier-Oxford Vocabulary, American Sign Language); skills assessed through benchmarks, EOC practice tests, Stanford 10, TPRI, and teacher observations;
2. Educational Relationships: Strong School Leadership, Immediate Intervention for Struggling Students, Mentor Coaches, Academic Achievement Plans (AAP) that foster growth and communication;
3. Extracurricular Experiences: APEX Before and After School Program, Athletics, Academic Teams, Theater Club, and Fine Arts; and
4. Community Service: Community Service Projects, Classroom Projects presented in the community, as they relate to the community, Community Involvement and Investment

NEEDS ASSESSMENT

Process/Alignment with Grant Goals and Objectives—

There is a clear need in Fort Worth for high quality educational options. While developing our charter application, research showed that on the west side of Fort Worth, there was no elementary charter school that presented an option for parents whose children attended barely acceptable public schools. This area is filled with over 25 elementary and middle schools and five large high schools within the West Fort Worth targeted area. Not only did we find that the West Fort Worth area was in need of a charter school option, our research also showed that the East Fort Worth area had extremely low performance ratings and little or no educational options for anything better. East Fort Worth schools carry some of the lowest ratings in the district when it comes to performance. Out of 14 schools (Elementary, Middle and High School), 10 were academically unacceptable and only four were academically acceptable. Some of the East Fort Worth schools carried a 92% economically disadvantaged segment and graduation/drop out rates that ranged from 68.8% graduate/31.2% drop out to 85.7% graduate/14.3% drop out. The families of this area are largely Title I families as well, with a median income of \$37,200.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

BUDGET DEVELOPMENT

The budget for High Point Academy was developed by the CEO/Superintendent, the Chief Academic Officer (CAO), the Chief Operating Officer (COO) and the Executive Director of Student Accounting. This Leadership Team met during October and November 2014 to determine funding needs based on the school community's demographics, a review of student achievement gaps in neighboring public schools, High Point's identified curriculum, and other operational needs based on the team's South Carolina-based charter school experience. In this way, the budget was developed through a balance of experience and projections/expectations.

ENSURING HIGH-QUALITY MANAGEMENT

The High Point Academy Leadership Team (noted above) brings a wealth of school leadership and management experience to the operation of High Point Academy Fort Worth. The charter holder currently provides educational support services to a sister school in Spartanburg, South Carolina, and continues to improve on its charter school management abilities through careful reflection, ongoing progress monitoring, and regular review of student, staff, and operational data as well as lessons learned through this educational relationship.

PROJECT EVALUATION/PROGRESS MEASUREMENT

High Point Academy will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include criterion- and norm-referenced test results, student attendance data, staffing reports, and surveys/interviews of program participants.

POPULATION TO BE SERVED

The student population at High Point will reflect the ethnic diversity that is present in the city of Fort Worth. Our primary target groups are families who desire a change in their child's educational experience but do not have the necessary monetary resources to afford a change. In year 1 of operations, High Point will serve 420 students in grades K-8. In year 2, we will serve 678 students in grades K-9, continuing to add a grade each year until we reach full K-12 enrollment (2,868 students spread over 3 Fort Worth campuses). **We anticipate that 42 students, 10% of the total enrollment in year 1, will be drawn from area priority or focus schools listed on Schedule 17, Requirement 3.**

COMMITMENT TO APPLICATION COMPLETENESS/ACCURACY

High Point Academy Superintendent/CEO assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, High Point Academy is not required to respond to Statutory Requirements 6-15. In addition, High Point Academy meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$270,750	\$0	\$270,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,700	\$0	\$31,700
Schedule #9	Supplies and Materials (6300)	6300	\$349,800	\$0	\$349,800
Schedule #10	Other Operating Costs (6400)	6400	\$7,500	\$0	\$7,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$140,250	\$0	\$140,250
Grand total of budgeted costs (add all entries in each column):			\$800,000	\$0	\$800,000

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220819				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementa- tion Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher	30		\$105,000	\$	\$105,000
2	Educational aide	1		\$2,000	\$	\$2,000
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director – Chief Executive Officer	1		\$26,800	\$	\$26,800
5	Project coordinator			\$	\$	
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant	1		\$10,000	\$	\$10,000
9	Data entry clerk (PowerSchool Admin)	1		\$10,000	\$	\$10,000
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Chief Operations Officer	1		\$20,000	\$	\$20,000
16	Chief Academic Officer	1		\$18,000	\$	\$18,000
17	Principal	1		\$10,800	\$	\$10,800
	Business Manager	1		\$14,000		\$14,000
18	Subtotal employee costs:			\$216,600	\$	\$216,600
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112 Substitute pay			\$	\$	\$
20	6119 Professional staff extra-duty pay			\$	\$	\$
21	6121 Support staff extra-duty pay			\$	\$	\$
22	6140 Employee benefits (25%)			\$54,150	\$	\$54,150
23	61XX Tuition remission (IHEs only)			\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$54,150	\$0	\$54,150
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$270,750	\$0	\$270,750

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implement- ation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Promotional Materials for Initial Student Recruitment	\$8,000	\$0	\$8,000	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$8,000	\$0	\$8,000	
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implemen- tation	TOTAL Budgeted
1	Core Knowledge curriculum training for K-8 teachers	<input type="checkbox"/>	\$7,500	\$	\$7,500
2	Singapore Math training for teachers	<input type="checkbox"/>	\$4,000	\$	\$4,000
3	iReady assessment program training for teachers	<input type="checkbox"/>	\$1,500	\$	\$1,500
4	PowerSchool University training for 4 staff	<input type="checkbox"/>	\$8,800	\$	\$8,800
5	Pearson on-site assessment training for all staff	<input type="checkbox"/>	\$1,900	\$	\$1,900
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$23,700	\$0	\$23,700
a. Subtotal of professional and contracted services requiring specific approval:			\$0	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants:			\$23,700	\$0	\$23,700
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total			\$23,700	\$0	\$23,700

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implementa- tion	TOTAL Amount Budgeted
	1	Laptops	Student instruction and 1:1 technology access	200	\$250	\$207,600	\$0	\$207,600
	2	Laptops	Teacher/staff use; lesson planning, data collection, communication	30	\$1,100			
	3	Tablets	Data collection, student enrichment	50	\$400			
	4	Recharg e carts for COWs	Storage and recharging for hardware	4	\$400			
	5	Printers	Instructional use (students, teachers, workroom)	32	\$250			
	6	Projector s	Whole-class instruction, teacher use, student presentation	25	\$500			
	7	Smart Boards	Whole-class instruction, Internet integration	25	\$1,500			
	8	TV/DVD	Whole-class instruction, information broadcast	5	\$500			
9	Documen t Cameras	Whole-class instruction, information display	25	\$500				
10	Electroni c Piano Lab	Music instruction; whole-class access (NOTE: The lab is made up of smaller items <\$5,000 each)	1	\$30,000				
6399	Technology software—Not capitalized					\$0	\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$207,600	\$0	\$207,600
	Remaining 6300—Supplies and materials that do not require specific approval (See detailed table, following page):					\$142,200	\$0	\$142,200
Grand total:						\$349,800	\$0	\$349,800

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Additional Detail: Remaining 6300:

ITEM/DESCRIPTION	EACH	NUMBER	REQUEST
Carts for TV/DVD players	\$250	5	\$1,250
Portable sound system for PA	\$1,200	1	\$1,200
Wii console units for PE/Health	\$350	5	\$1,750
Walkie-talkies for administrative communication (10 pair, 20 total)	\$1,000	1	\$1,000
Telephone systems for classrooms (1 per)	\$247	30	\$7,400
Core Knowledge curriculum materials (K-8)			\$16,000
Singapore Math curriculum materials			\$8,000
Rowland Reading curriculum (includes training)			\$30,000
iReady assessment program (450 licenses)			\$21,000
Sadlier-Oxford Vocabulary workshop curriculum materials			\$6,100
Core Knowledge books for classroom libraries	\$160	30	\$4,800
Pencil sharpeners for all classrooms, office	\$50	30	\$1,500
PE/Recreation equipment (13sets/disc golf equipment, cones, balls, nets, penneys, etc.)			\$3,000
Sound system for classroom use (docks, headsets for theater, choir, music, and dance teachers)	\$300	4	\$1,200
Music stands	\$25	4	\$100
Nonconsumable office/admin/desk supplies (waste baskets, desk organizers, staplers, scissors, etc.)	\$300	8	\$2,400
Misc. peripheral computer cables, dongles, power strips, HDMI cables, extension cords, etc.			\$1,500
Microscopes	\$200	25	\$5,000
Lab setups (13 Bunsen burners, test tubes, etc.)	\$200	25	\$5,000
Maps	\$500	3	\$1,500
Biome aquariums	\$200	25	\$5,000
Aquaponics tank/ecosystem			\$2,000
Mini greenhouse			\$2,500
Manga Math			\$2,000
Lego Robotics			\$11,000
TOTAL			\$142,200

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 220819		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval (Travel for teachers to attend professional development, conferences, and training not provided locally):		\$7,500	\$0	\$7,500
Grand total:		\$7,500	\$0	\$7,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the [Division of Grants Administration Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
2		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
3	Aerohive network system (routers, switchers, 6 wireless access points, network system, and parental control back office)	1	\$14,000	\$14,000	\$0	\$14,000
66XX/15XX—Technology software, capitalized						
4	PowerSchool software system	1	\$16,800	\$16,800	\$0	\$16,800
5	Accounting/finance/AR software	1	\$10,000	\$10,000	\$0	\$10,000
6			\$	\$	\$	\$
7						
66XX/15XX—Equipment, furniture, or vehicles						
8	Exec desks	4	\$750	\$3,000	\$0	\$3,000
9	Exec chairs	4	\$200	\$800	\$0	\$800
10	Admin desks	4	\$500	\$2,000	\$0	\$2,000
11	Admin chairs	4	\$200	\$800	\$0	\$800
12	Teacher desks/tables	30	\$400	\$12,000	\$0	\$12,000
13	Teacher chairs	30	\$200	\$6,000	\$0	\$6,000
14	Student desks	420	\$25	\$10,500	\$0	\$10,500
15	Student chairs	420	\$25	\$10,500	\$0	\$10,500
16	Color copier	1	\$8,000	\$8,000	\$0	\$8,000
17	Locking file cabinets/carts for student records and medications	5	\$200	\$1,000	\$0	\$1,000
18	Cafeteria tables	14	\$500	\$7,000	\$0	\$7,000
19	Bookshelves – office	8	\$300	\$2,400	\$0	\$2,400
20	Bookshelves – classrooms	30	\$300	\$9,000	\$0	\$9,000
21	Lamps – office	8	\$100	\$800	\$0	\$800
22	Paper cutter	1	\$250	\$250	\$0	\$250
23	Laminator	1	\$400	\$400	\$0	\$400
24	High-capacity shredder	1	\$400	\$400	\$0	\$400
25	Fax/scanner for office/admin use	1	\$400	\$400	\$0	\$400
26	Curtains/blinds for office/admin	8	\$100	\$800	\$0	\$800
27	Carts for printers (classroom use)	30	\$150	\$4,500	\$0	\$4,500
28	Dry erase boards for classrooms	300	\$20	\$6,000	\$0	\$6,000
29	Wastebaskets for classrooms	30	\$30	\$900	\$0	\$900
30	Carts for portable science lab cabinets	3	\$4,000	\$12,000	\$0	\$12,000
Grand total:				\$140,250	\$0	\$140,250

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROCESS

High Point Academy conducted the following activities when assessing its need for Public Charter School Startup Grant resources:

- Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, etc.);
- Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics);
- Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills);
- Review of planned curriculum materials needed and related school operational costs;
- Informal interviews with prospective parents and business/community members;
- Reflection on implementation of the High Point Academy campus (sister school in Spartanburg, SC) as an educational support service provider (tutoring and after school) and lessons learned through that relationship; and
- Review of community involvement/partnership possibilities and needs.

High Point has been working to establish community involvement for three years, which also factored heavily into our needs assessment process for this application. College relationships, business relationships and partnerships with talented individuals and community groups are an important part of our community engagement and support. In order to define what it means to be a community-based school, High Point has partnered with various entities within the community to create relational learning environments. In addition to resources from this grant and per-pupil ADA funding, High Point Academy is partnering with businesses to provide educational opportunities for the students that move beyond the classroom and into the real world. The following groups/individuals are partnering with High Point Academy:

- Tarrant County College Sign Language and Interpreting Program – this group will provide mentoring and reading sign language books to elementary language students
- Westside Cowboys Youth Football League – will provide afterschool enrichment activities
- Charla Corn and the Trainwrecks, Local Musicians – will provide afterschool enrichment club (music)
- Reyes Boxing, Local youth boxing club – will provide afterschool fitness club
- Ron Rainey – Economic Development Director – Benbrook, TX – supports a charter school in the Benbrook/West Fort Worth Area
- Dr. Jack Noble White – composer and former Texas Boys Choir Director; Dorothy Shaw Bell Choir Director; Littlest Wiseman Community Play – enthusiastically supports High Point Academy

ALIGNMENT WITH GRANT GOALS/OBJECTIVES

As a result of the needs assessment process, the Leadership Team identified the following top five needs to address with resources from this Public Charter School Program Startup Grant:

1. Students need academic instruction that comes from a strong, proven core curriculum
2. Students need academic enrichment, extracurricular, and the integration of arts into STEM (→ STEAM)
3. Individualized learning, student responsibility for achievement, communication with parents/families, team-based approach to teaching and learning
4. Students and teachers need to effectively integrate technology into core curriculum
5. Teachers need intensive professional development in their core content areas, student data archiving/retrieval/disaggregation/interpretation, and program-specific curriculum and instruction

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need academic instruction that comes from a strong, proven core curriculum	High Point Academy will employ E.D. Hirsch, Jr.'s Core Knowledge Curriculum, along with Singapore Math, Sadlier-Oxford Vocabulary Workshop, Rowland Reading Super Kids program, and other TEKS-aligned materials to ensure student academic success in the core content areas of reading/language arts, math, writing, science, and social studies. Grant funds will provide curriculum materials, classroom libraries, and teacher training/professional development (PD) – see also #5, below.
2.	Students need academic enrichment, extracurricular, and the integration of arts into STEM (→ STEAM)	High Point Academy students will have the opportunity to participate in the APEX before- and after-school program, athletics, academic teams, theater club, fine arts, and other enrichment programming. Grant funds will provide related materials and equipment for these activities (electronic piano lab, portable sound systems, PE/recreation equipment, musical instruments, etc.) in addition to STEM-related materials and equipment (microscopes, Bunsen burners, Lego Robotics, etc.).
3.	Individualized learning, student responsibility for achievement, communication with parents/families, team-based approach to teaching and learning	High Point Academy will deploy individualized Academic Achievement Plans to personalize learning and customize academic supports to remediate areas of weakness. Teachers will use the adaptive diagnostic instrument, i-Ready, to measure student growth and individualize instruction. Grant funds will provide i-Ready licenses and teacher training (see also #5, below), PowerSchool University training, and Pearson on-site assessment training to ensure teachers have all the tools they need to diagnose learning deficits and advance student academic growth.
4.	Students and teachers need to effectively integrate technology into core curriculum	High Point Academy employs a 1:1 technology environment for grades 6 and higher and a school wide STEAM-based curriculum. Grant funds will provide a school wide network system (routers, switches, wireless access points, and parental control back office), laptops for students, teachers and staff; Chromebooks for students; recharge carts for class sets of hardware; printers for teachers and students; and TVs/DVDs, document cameras, projectors, and Smart Boards for whole-class instruction
5.	Teachers need intensive professional development in their core content areas, student data archiving/retrieval/disaggregation/interpretation, and program-specific curriculum and instruction	High Point Academy will ensure that all teachers have the tools they need to effectively instruct students in TEKS-aligned curriculum, diagnose and assess student learning, communicate student academic progress to students and parents, remediate identified student weaknesses, and accelerate learning so that all students experience one or more years' academic growth each year. Grant funds will provide teacher training in Core Knowledge, Singapore Math, I-Ready assessment program, PowerSchool University, Pearson assessments, and Rowland Reading Super Kids program

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Schedule #14—Management PlanCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent/CEO	10 years experience in education leadership, operations, and management; Master's degree and/or principal certification and/or superintendent certification required or in process; demonstrated ability to lead/manage others and improve student achievement
2.	Chief Academic Officer/CAO	10 years experience in public education curriculum and instruction, including at least 5 years exemplary teaching experience; Master's degree in school leadership, C&I or related field required and/or demonstrated ability to lead/manage others and improve student achievement
3.	Chief Operating Officer/COO	10 years experience in school leadership; previous classroom experience; Bachelor's and/or Master's in appropriate field of leadership; demonstrated ability to lead/manage others and improve student achievement
4.	Principal	5 years experience in public education leadership, including at least 3 years exemplary teaching experience; Master's degree in school Leadership, Administration, principal certification and/or demonstrated ability to lead/manage others and improve student achievement
5.	Teachers	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required (as appropriate to the position); demonstrated competence in teaching

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By Spring 2016, at least 85% of all students in grades K-2 will meet standards on the TPRI.	1. All K-2 classrooms staffed w/highly qual teachers	05/01/2015	08/01/2015
		2. All K-2 teachers participate in 18+ hours PD	07/01/2015	05/01/2016
		3. At least 50% K-2 students meet std on benchmark	09/01/2015	12/31/2015
		4. At least 75% K-2 students meet std on benchmark	01/01/2016	05/01/2016
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2015	05/31/2016
2.	By Spring 2016, at least 80% of all students who are assessed will have achieved acceptable performance on the Rdg & Math STAAR	1. All grade 3-8 classrooms staffed w/highly qual teachers	05/01/2015	08/01/2015
		2. All grade 3-8 teachers participate in 18+ hours PD	07/01/2015	05/01/2016
		3. At least 60% students pass benchmark	09/01/2015	12/31/2015
		4. At least 75% students pass benchmark	01/01/2016	05/01/2016
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2015	05/31/2016
4.	By Spring 2016, at least 55% of all students in grades 3-8 will be on grade level in reading AND math on iReady.	1. All grade 3-8 classrooms staffed w/highly qual teachers	05/01/2015	08/01/2015
		2. All grade 3-8 teachers participate in 18+ hours PD	07/01/2015	05/01/2016
		3. At least 90% of all students assessed w/iReady	09/01/2015	12/31/2015
		4. At least 45% of all students on grade level in rdg and math	09/01/2015	04/01/2016
		5. Students below grade level receive additional academic help	09/01/2015	06/30/2016
5.	By the end of 2015, at least 80% of all students will have individualized Academic Achievement Plans (AAPs)	1. At least 95% of all teachers trained in AAPs	08/01/2015	09/15/2015
		2. Teachers communicate with 95%+ parents on AAPs	08/01/2015	06/30/2016
		3. At least 60% of all students have AAPs	09/01/2015	10/15/2015
		4. At least 75% of all students have written AAPs	09/01/2015	11/15/2015
		5. Students not meeting goals for AAPs receive additional academic help	09/15/2015	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The High Point Academy Leadership Team, as supported by other staff as appropriate, will conduct weekly meetings during which the financial, physical, academic, and human resource needs are discussed, monitored, and adjusted according to ongoing data reviews.

Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule:

- **Weekly**—The Leadership Team (CEO, CAO, COO, and Executive Director of Student Accounting) and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate;
- **Monthly**—The Leadership Team will meet with school board and business and community partners as appropriate to communicate updates and monitor and adjust project activities and management; CAO schedules teachers and support staff to attend and participate in professional development.
- **Semi-annually**—The Superintendent/CEO (as supported by the principal, teachers, data personnel, and others) completes evaluation reports as required by TEA and reports results to the High Point Academy learning community via board meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all stages of project implementation and management, High Point Academy will involve its Superintendent/CEO, CAO, COO, Executive Director of Student Accounting, Business Officer, who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Procurement records.

In addition, High Point Academy and its charter holder, FIAFW is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	QUANTITATIVE: Review of student progress toward Academic Achievement Plan (AAP) goals/objectives	1.	At least 95% of all teachers trained in AAPs by 10/15/2015
		2.	At least 75% of all students have written AAPs by 11/15/2015
		3.	Teachers communicate with parents on AAPs each grading period.
3.	QUANTITATIVE & QUALITATIVE: Review of staffing (open/filled positions, teacher/staff attendance, satisfaction, retention, perform.)	1.	All instructional and support staff positions filled by 08/01/2015
		2.	Faculty/staff satisfaction is 85% or higher based on an anon annual survey
		3.	At least 85% of teachers perform satisfactorily or above on their combined appraisals for 2015-16
4.	QUALITATIVE: Review of survey/focus group/interview data (teacher/staff, parents, students)	4.	Teacher retention is 85% or higher by 08/01/2016
		1.	Leadership Team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		2.	Leadership Team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, and special populations (ethnicities, gender, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested.

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

The Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The High Point Academy Superintendent/CEO will designate a Project Manager who will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place **weekly** during the planning period (May - August) and **monthly** during the implementation period (September 2015 – July 2016) as grant personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Principal will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Leadership Team throughout the funding period.

Feedback for ongoing refinement of this Public Charter School Startup Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High Point Academy is a campus operated by FIAFW, Inc., which has been authorized by the Texas Education Agency as a Generation 19 **Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. As such, FIAFW, Inc. is a Local Education Agency (LEA).

The governing body of High Point Academy is a seven-member Board of Directors.

- Katie P. Stellar, Board Chair
- Dana Yates, Vice Chair
- Connie Barnett
- Donald Nemec
- Byron K. Myles, Secretary
- Jaye Sanford
- Randy Spradlin

High Point Academy/FIAFW is led by the Superintendent/CEO and supported by a Chief Academic Officer, Chief Operations Officer and Principal. See page 17 for the qualifications of these positions as well as for instructional staff and external consultants.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary source of funding for the continued operation of High Point Academy once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2015-16 school year, this will be based on an enrollment of at least 420 students in grades K-8 and at least 678 students in grades K-9 in 2016-17. Enrollment is projected to be 2,868 in grades K-12 (spread over 3 Fort Worth campuses) by 2019-20.

In addition to resources from this grant and per-pupil ADA funding, High Point Academy is partnering with businesses to provide educational opportunities for the students that move beyond the classroom and into the real world. The following groups/individuals are partnering with High Point Academy:

- Tarrant County College Sign Language and Interpreting Program – this group will provide mentoring and reading sign language books to elementary language students
- Westside Cowboys Youth Football League – will provide afterschool enrichment activities
- Charla Corn and the Trainwrecks, Local Musicians – will provide afterschool enrichment club (music)
- Reyes Boxing, Local youth boxing club – will provide afterschool fitness club
- Ron Rainey – Economic Development Director – Benbrook, TX – supports a charter school in the Benbrook/West Fort Worth Area
- Dr. Jack Noble White – composer and former Texas Boys Choir Director; Dorothy Shaw Bell Choir Director; Littlest Wiseman Community Play – enthusiastically supports High Point Academy

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

High Point Academy has requested no waivers.

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By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High Point Academy understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

- Expand the number of high-quality charter schools available to students; and
- Provide financial assistance for the planning, program design, and initial implementation of charter schools.

High Point Academy is requesting **\$800,000** in start-up funding to provide salaries during the planning period—May 1 through September 24 (30 days after the first day of school) as well as much-needed furniture and fixtures, technology, curriculum and instructional materials, and operational support. The following sections provide additional detail.

Salaries and Benefits in the amount of **\$270,750** will fund one month's salary for teachers and aides, two months' salary for the Principal, and four months' salary for the CEO, COO, CAO, Executive Director of Student Accounting (Power School Admin), Business Manager, and Secretary.

Professional and Contracted Services in the amount of **\$31,700** will fund professional development in Core Knowledge curriculum, Singapore Math, i-Ready programs, Rowland Reading, PowerSchool University, and Pearson assessments as well as printing of recruitment and marketing materials.

Supplies and Materials in the amount of **\$349,800** will provide desktops, laptops, tablet computers, projectors, printers, Smart boards, textbooks, curriculum materials (Core Knowledge, Manga Math, Singapore Math, Rowland Reading, Sadlier-Oxford Vocabulary Workshop), science lab equipment (microscopes, lab setups, biome aquariums, aquaponic tank/ecosystem, mini greenhouse, etc.), Lego Robotics, music equipment (instruments, music stands, portable sound system), PE/recreation equipment, safety and security equipment (handheld radios, telephones for classrooms), non-consumable office/admin supplies (waste baskets, desk organizers, staplers, scissors, etc.), and miscellaneous peripheral computer cables.

Other Operating in the amount of **\$7,500** will provide travel for approximately five teachers or staff to attend professional development training not offered locally.

Capital Outlay in the amount of **\$140,250** will purchase a network system (routers, switchers, 6 wireless access points, network system, and parental control back office) as well as student desks and chairs, carts for portable science lab cabinets, administrative/office desks and chairs, teacher desks and chairs, a color copier, locking file cabinets for student records and medications, cafeteria tables, bookshelves for offices and classrooms, and equipment to outfit the teacher/staff workroom.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding

High Point Academy will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. High Point Academy will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

ARDs and IEPs

High Point Academy understands that outcomes for students served by Special Education supports cannot be predetermined but must be established by an ARD (Admission, Review, and Dismissal) Committee. ARD meetings will continue to be held when students requiring Special Education services enroll and in accordance with state law to ensure the child is offered a Free and Appropriate Public Education (FAPE) while attending High Point Academy. The school administrators and staff intend to follow all state and federal guidelines concerning required services, procedures, and systems and will provide the full spectrum of services for students with Individualized Education Plans (IEPs), including Resource (pullout) services, Inclusion (in-class) services, and Response to Intervention (RTI).

Teacher Preparation and Training and Student Support

All special education teachers at High Point Academy will be fully certified. Students with special needs will receive the services stated in their IEPs. In addition, the special education teacher will work closely with the general education teachers to co-plan and co-teach in all of the core content areas to assist students needing special education support services. Wherever possible, and in accordance with the IEPs, students will be served in the regular core content classroom via Inclusion methods and Resourcing methods as needed. The special education teacher will also work alongside the general education teacher to ensure the accommodations and modifications stated in each child's IEP are upheld. It is High Point Academy's intent to service the students in the least restrictive environment possible.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

High Point Academy is not a Subchapter C Campus Charter School.

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Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **220819**

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															0
Open-Enrollment Charter School		40	44	48	48	48	48	48	48	48					420
College/University Charter School															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:		40	44	48	48	48	48	48	48	48					420
Total Staff															34
Total Parents															630
Total Families															535
Total Campuses															1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															0
Open-Enrollment Charter School		66	72	72	72	72	72	72	72	72	48				678
College/University Charter School															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:		66	72	72	72	72	72	72	72	72	48				678
Total Staff															54
Total Parents															1,017
Total Families															864
Total Campuses															1

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **220819**

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															0
Open-enrollment Charter School (TEC Subchapter D)	0	0	0	0	0	0	0	12	15	15					42
College/University/Jr College Charter School (TEC Subchapter E)															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:	0	0	0	0	0	0	0	12	15	15					42

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Texans Can Academies	Fort Worth Can Academy – Campus Drive	057804007
2.	Texans Can Academies	Fort Worth Can Academy – South	057804008
3.	Forth Worth ISD	International Newcomer Academy	220905062
4.	Forth Worth ISD	Morningside Middle School	220905054

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **220819**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220819

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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